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ABSTRACT

This research project examined the training of foreign language teachers in Europe. Data were collected from 32 European countries from February to June 2002. Information was also gathered from published documents, ministries of education, higher education institutions, cultural organizations, UNESCO, and teacher associations. Data were fed into a template, which was constructed to tabulate contextual details and examples of good practice. This information was used to develop case studies. Most case sites were visited personally to gather information on specific innovations and examples of good practice. Results indicated that across the 32 countries, there was great diversity in context, needs, and approaches to meeting them. There was an emerging consensus on salient issues of organization, content, and structure. In regard to language teaching methodology, the communicative imperative was becoming accepted. Results noted the need for agreement on recognition of qualifications. The paper recommends the development of: a Common European Framework of Reference for Language Teacher Training, an accreditation system to provide a basis for comparability and to recognize flexible routes to teacher certification, a voluntary program of quality assurance, and a support network for language teacher training. Two appendixes describe the case studies and offer a professional of the European language teacher. (Contains 21 references.) (SM)

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The Training of Foreign Language Teachers: Recent Developments in Europe

Michael Grenfell

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Introduction

This paper reports on a major research project on the training of foreign language teachers in Europe. It is in two main parts. Part 1 sets out the context and background for the study. There is then a substantial section, which considers theoretical issues in Modern Languages teacher education. Part 2 follows with a description of methodology employed. The paper then reports on the findings of the study. A comparative perspective is adopted in addressing three aspects of foreign language teacher training: organisation, structure and content. A series of case studies were selected as examples of good and innovative practice. The range and content of the case studies are discussed in the main body of the text; further details are included as an appendix. These findings are used to draft a series of recommendations towards a European policy on foreign language teacher training, including a profile of the 'European language teacher' of tomorrow. In the conclusion, I raise specific aspects about this type of research and comment on its outcomes.

Part 1

Background

Context

The research project was initiated and funded by the EU Commission, DG Education and Culture as part of a *groundwork exercise* to gather information on language teaching and learning in Europe. The exercise was undertaken with the objective of producing a discussion paper in 2003, which, it is intended, will feed into the drafting of a policy statement by the Commission in 2003. This policy has three aims:

- The promotion of linguistic diversity, and encouragement of European citizens to learn the less widely used and taught languages;
- The objective that every citizen should be able to speak their mother tongue plus two other European languages (consistent with the EU White paper 1995);
- The improvement of the quality and quantity of foreign language learning and teaching.

As part of the information gather exercises, four project areas were selected: teacher training; content and language integrated learning; early years language learning; ICT - information and communication technologies. In the event, the latter was not funded, leaving three projects completed as part of the information gathering stage.

Theoretical Background to Teacher Training in Europe

To theorise about teacher training in Europe is to evoke a whole set of conceptual terms, which has arisen in the course of our developing knowledge about the processes of becoming a language teacher. Such knowledge is the product of practice: of language teachers teaching, trainers training them and researchers investigating

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their provenance and destiny. The literature and research fields at a European and world-wide level are large and diverse. They are also relatively young, or immature and seem to be characterised by a lack of focus or consensus on how to approach the processes of teacher training, the language to use to explain them and, consequently, how to set about organising it in practice. Even the word 'training' is contested because of an implied association with the passing on of a fairly narrow set of skills. Many prefer to use the term 'teacher education' as they feel this more accurately describes the continuing growth of knowledge and understanding inherent in professional development.

Teacher training and education has a long tradition in Europe, stretching back into the nineteenth century. Each country has its own history, particular traditions, and ways of doing things - even in theoretical terms. It is impossible to capture this diversity. This section, therefore takes a general overview at a theoretical and issue-driven level, against which individual national perspectives can be compared and contrasted.

In many European countries, it was not until the last quarter of the twentieth century that training became a prerequisite for those wishing to teach. Our study has shown that in these countries, teacher training is now an established and advanced activity. Nevertheless, we have also found that in others, it is in the early stages of development; some where practical experience and training is only just becoming a necessity for those entering the teaching profession.

Teaching as an activity has often been regarded as any other professional occupation. Therefore, it has been referred to as a 'profession', a 'craft', a 'calling', a 'vocation', a 'job', a 'skill' – amongst others. I do not wish to go into all the ramifications of each of these terms, and employing any one brings with it assumptions and preconceptions of what it is to teach. Generally, teaching has been mixed up with the whole literature on *professions*. The common line is to enquire into what distinguishes a profession from other forms of economic activities, and to examine whether there are commonalties across areas of professional work. Some have seen the more recognised professions in terms of personal *traits*; that particular personality traits predispose some individuals to orientate themselves towards certain types of professions, with the life style and personal attitudes they imply. This discourse is rather deterministic and has been largely discredited in a world of equal opportunities and open access. The question of professional skills and attributes continues to preoccupy writers and researchers in the field. The question of how such professional skills can be acquired is now central to literature and discussion on teacher education, as in many other vocational settings.

Research on teaching has therefore been caught up in the general work on *the* professions. One consequence of this feature is that teaching has been treated generically. A continuing difficulty in making sense of, or applying general research findings to our own European contexts, is the need to continually ask questions about the implications any one point or finding from the research on the professions may have for the training of *language* teachers in particular. The generic research has been traditionally grounded in a sociology of professions. Therefore, it has been preoccupied with issues of social structure and differentiation, as well as opportunities for resistance to what the writers perceive as prevailing socio-economic forces. This critical tradition continues. It is not immediately helpful to those looking for

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knowledge of how best to train teachers to maximise their effectiveness in the classroom. Research into the latter only really took off in the last decades of the twentieth century. Wideen and Tischer (1990) write of the 'quantum leap', which took place in research on teacher education in the U.S.A. in the 1960s. As a discipline, it has been described as 'lacking a clear epistemological base' (Shulman 1986) and 'pre-paradigmatic' (Pope 1993). This latter term refers to Kuhn's definition of an epistemological or knowledge field having a delineated space and language; that there exists a consensus amongst those involved on these features and the legitimate terms of reference for dealing with issues arising. Such is a paradigm. To refer to teacher education as 'pre-paradigmatic' is to see it as somewhat lacking a consensual view, not only concerning what it is and it processes, but indeed the very language we employ to talk about it.

This lack of maturity has been answered somewhat in recent years by a positive explosion in research on teacher education. In Europe, organisations such as the *European Educational Research Association* and the *Association for Teacher Education in Europe* have provided a platform for all those involved in teachers' professional development – trainers and researchers – to dialogue at a European level and thus work towards a common understanding of aims, objectives, processes and organisational structures. Much has been published, often in the form of case studies of innovation and good practice. In addition, there has been a growing interest in teachers' *thinking* or *craft knowledge*. This discipline focuses on what teachers do and why, with the ultimate aim being edification of their practice. In other words, if we can find out what experienced teachers do and think, we can plan induction into the profession based along similar lines.

There is perhaps a distinction to be made between what it is to *be* a teacher, and what it is to *become* a teacher. On the one hand, there are the professional traits, skills, characteristics, etc. of the qualified teacher. And these are hardly static. Rather, they can be attributed to various stages. Field in Lieberman and Miller (1992), for example, expresses such professional development in terms of control. It may be identifiable in four stages over the course of the teachers' career: stage 1, teachers do not have a feel for how to move their classes along and are dependent on their lesson plans; stage 2, they relax somewhat, gain a certain amount of confidence with early successes and are able to let pupils work on their own more; stage 3, learning becomes more continuous and less viewed as a series of assignments; stage 4, teachers act with a greater sense of achievement and see classrooms more as an integrated whole. On the other hand there is the question of how to begin this process; to induct initial trainees into the profession in a way; which will allow them to move forward with the necessary knowledge skills.

The present study is concerned with both the initial, or pre-service, training of teachers, as well as their in-service training. In both cases, issues of theory and practice are paramount. This dichotomy – theory and practice – goes back as far as the times of ancient Greek philosophy and beyond. It is one, which goes to the very core of teacher education. The common sense view is that we only learn by *doing*. Practice is therefore all. We cannot simply play with the components of practice – we also need instruction. It would take a very long time to come up with a cake given the components of flour, sugar and butter if we did not also have a recipe setting out quantities, procedures, and cooking form and times. In a sense, the recipe is theory. It

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is fairly useless without practice, but without it we have problems. Theory, therefore, is a way of coming to common agreement over what we should do and how. Such an agreement is of course quite broad, and there is room for individual variation, experimentation and improvisation. But, it does at least offer a guide and a starting point. Theory, in this sense, is less a prescription than a framing set of principles around which a particular activity can take place.

The analogy with teaching and teacher training holds good. So, theories of language *learning* help us to develop our language *teaching*. In other words, if we can discover how languages are learned, then we can orientate our pedagogy to make the most of these processes. Similarly, if we can discover more about the processes of teachers' professional development, we can orientate our training and education organisation to draw on and develop them. In this case, theory and practice are intimately linked – you cannot have one without the other.

We can see such issues of theory and practice present in educational research throughout the ages. In the first half of the twentieth century, what European educational research there was came very much from a psychological perspective. Piaget, with his discovery of the stages of a child's development towards cognitive maturity, is a good example of this approach. We can also see it in the ways that behaviourist psychology dominated language learning, with its views of learning as a skill based activity. The result of this domination was the language laboratory, where linguistic competence was seen as the outcome of endless drilling. Mistakes were the result of insufficient practice; the answer was therefore more drilling. By the 1960s, a new approach came about, and its provenance included philosophy. Writers such as Hirst (1966) argued that *educational theory* was different from other forms of theory. In the context of education, it was not simply a question of making discoveries about learning and applying them to teaching. Rather, educational theory was best understood as an amalgam of personal, social and contextual processes. The *foundations* to education theory – the so-called *foundational disciplines* – were therefore, history, sociology, psychology and philosophy. In other words, it was by understanding history, psychology, philosophy and sociology that teachers would understand how to operate at the various levels of their professional activity, most notably with pupils Each of these disciplines has its own issues, problems, as well as responses and solutions to them. Teacher education thus became an induction into these ways of knowing or understanding, which led towards a holistic relationship to teaching and learning. Much teacher training was, and in some countries still is,, organised around the study of these and associated disciplines. Nonetheless, there are plainly some problems in this approach, and these became more evident as the decades of twentieth century drew on.

Firstly, these foundational disciplines seem quite academic. They do not relate directly to what to do in the classroom. Teachers have tomake their own practical applications of individual discipline theories to classroom pedagogy. Secondly, it is not clear how they relate to each other, and the nature of the resultant educational theory. Teachers have to make their own integration. Thirdly, the direction of knowledge is one way, based on experts telling others how to view the world. Fourthly, the focus seems to be quite generic and does not relate to individual subject disciplines at all. For example, there seems to be very little room in the foundational subjects for issues concerned with second language learning and teaching. For all

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these reasons, this approach exacerbates the tension between theory and practice. Elliot (1991) makes the point that teachers do not like theory, faced as these are with the *existential* intensity of everyday school reality. Put bluntly: they do not like others telling them what to do, or abstracting from the complexities of their routines and experiences. Perhaps not surprisingly, trainee teachers too often repeatedly disavow theory in favour of practice. (Hanson and Herrington, 1976, DfE 1982, 1988). Preoccupied as they often are with coping with pupils, fitting in and achieving some degree of success, they are suspicious of any form idealism about what *ought to be* rather than what *is*.

It is perhaps unsurprising to find the same issues of theory and practice centrally present in approaches to language teacher education. Michael Wallace (1991) sums up three principal models. I want to set these out and add a fourth; one, which has become more influential in recent years and against which we should read the findings of this study. These models are themselves culturally centric, in that they are the product of particular perspectives. They do, though, offer us ideal types against which we can measure individual variation in practice.

The Craft Model Approach

The Craft Model is the traditional apprenticeship approach. Wallace recalls that it is sometimes referred to as 'sitting with Nellie'. Here, the would-be trainee works along side the 'master craftsman'. Skills are passed on by a process of osmosis, observation, mimicry, questioning, and guidance. In this approach, little is openly expressed, still less in formal terms. Rather, the relationship between experienced teacher and trainee is personal and professional, as the latter models themselves on the former. It is one where practice, as a living example, features most in the training process.

The Applied Science Model Approach

The Applied Science Model is similar the language laboratory example quoted above, where research in psychology is the means by which teachers are 'told what to do'. The term science itself has a broad range of meanings these days. We are used now to referring to the social or human *sciences*. These are the sciences of man. The foundational disciplines mentioned above are part of these. Each has their recognised bases, concerns and preoccupations. These can be contrasted with the *physical* sciences – chemistry, physics, and biology. In terms of teaching and training, it is the former which concern us. Here, discoveries from the human sciences are passed on to trainees as a guide for teaching practice. We can see such a process, not only in the way that behaviourist psychology shaped second language learning and teaching in the 1960s, but also in the way this approach was later eclipsed by Chomskyan linguistics, with the implications it offered in terms of generative language and the human language acquisition device. The resultant methodological approach stressed communication as the means *and* end of language teaching and learning rather than explicit grammar knowledge or skill acquisition. The Applied Science Approach explains these scientific discoveries to the trainees and sets out what should be done in pedagogic practice. Here, perhaps, theory is dominant.

The Reflective Practitioner Model Approach

It is tempting to see the Reflective Practitioner Model as somewhat of a hybrid of the other two, but it is more than that. It is certainly based *in* practice, and scientific theory is available. Trainees are encouraged to think about, or reflect on, these.

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Reflection acts as a bridge between theory and practice. In this way, theoretical knowledge is brought to practice, or practice to theory. It is in the relationship between the two that professional knowledge develops. The term 'Reflective Practitioner' became popular following the publication of Donald Schön's book of that name in 1983. Here, he makes the point that professional activity is more of an *art* than a specific knowledge base. He attempts to provide an 'epistemology of practice' to show how practical knowledge is unified, integrated and highly context dependent. Such reflection is a pervasive *condition* rather than a sequence of discrete events. It is also dependent on context: time and place. Schön distinguishes between reflection *on* action and reflection *in* action, and relates this to knowledge *on* action and knowledge *in* action. These distinctions show how reflection is a medium for noticing, observing and practical responsiveness. Both theory and practice are facets of reflection and are therefore mutually constitutive. The model became extremely influential in Europe during the 1980s and 90s. The majority of training institutions claimed to operate according to a reflective practitioner framework.

The Competence Based Teacher Education Mode Approach

The Competence Based Teacher Education (CBTE) Model might also be understood as somewhat of a response to the apparent shortcomings of previous approaches. So, if the reflective practitioner model was an attempt to reconcile the tension of theory and practice, CBTE advocates might claim that it only did so operating at a broad, abstract level. In fact, any item of experience can be justifiably reflected up. Whilst this does indeed provide a utilitarian realm in which professional development can take its course, CBTE supporters would argue that it does not provide sufficient lead or direction. The starting point for CBTE, on the other hand, is the drawing up of a list of *competencies*. In other words, this is what any individual needs to do, or can be shown to be doing in order to meet the professional definition of 'teacher'. Both trainees and trainers are therefore provided with lists of what teachers must be able to do, training organised to provide for the acquisition of skills and, eventually, assessment set in order to guarantee that trainees are indeed performing in accordance with them.

It should be evident that these four models are only mutually exclusive in the realm of theory. It is perfectly possible to see that the craft model included statements of practice which were in some ways theoretical and pertained to the competencies of being an effective teacher. Moreover, theories from applied science and formal lists of teacher competencies can themselves be a source of reflection, both from a theoretical and a practical point of view. It would also be debatable as to whether any of the models listed ever existed or exists in their pure form. It is more likely that any form of training is a combination of all of them. Nevertheless, it is important to understand that these four models also each represent the eras in which they arose and the concerns which preoccupied trainers at the time. The four models can be understood in terms of their chronological order. Thus, the craft model predominated up until the second world war, following which the applied science approach entered increasingly into vogue. Then, in the 1970s and 80s, the reflective practitioner model dominated, until finally, in the 1990s, competence based teacher education came to the fore.

It is important to stress that individual national contexts will vary across Europe and the world.The subject of this paper is Modern Foreign Language Teacher Training as it currently exists in Europe. I am concerned with innovation and best practice. The

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recommendations finally made are based on what is discovered about what works best and what needs to be put in place to provide a European system of teacher training for the twenty-first century. The new world has fresh challenges and opportunities. Who is the would-be language teacher? What are their needs and skills? How will they seek to undertake teacher training? The features of training are increasingly complex and diverse. The issues in training of theory and practice, science and reflection, craft and profession will not, however, go away. Rather, they provide the foundations around which diversity of approach will exist. This point draws us back to questions of what it is to be a teacher and the nature of professional knowledge. The controversy running through the four models set out above is not simply one of theory and practice. Rather it involves fundamental principles concerning our understanding of how teacher knowledge develops.

For example, some (see Elliott 1993) have argued that behind CBTE lies a crucial issue of whether we see professional competence as something that can be reduced to a series of discrete items, or as a holistic development of integrated skills and knowledge bases. Does professional development proceed by way of a fairly linear journey through a series of single items, or does it grow as a multifaceted understanding and practice. Critics of CBTE argue that it commits the behaviourist fallacy of only recognising what is observable. We can also see that attempts to draft lists of skills and knowledge required for sophisticated professional jobs, even simpler ones, can lead to extremely complicated descriptions. Furthermore, offering these as a basis of training and assessment simply leads to people working to the lists and not much more, seeing demonstration of each competence as an end in itself rather than the activity and outcome to which it is applied. We live in an age where knowledge is all and where control of it offers power to those who hold it. Lists of competencies are therefore a means of prescribing what should be done; indeed, of insisting or requiring what will be done. Therefore, it might be thought of is as an attractive form of top-down policy management. Nevertheless, if we take a less harsh line on such competence lists, we might see that they can provide a focus for personal monitoring and evaluation.

It is clear that how we define professional knowledge reveals how we understand it. In the British system in recent years, a modified form of CBTE has been applied. Therefore, the Teacher Training Agency (TTA), charged with all aspects of teacher recruitment and training, has provided lists of competencies – some sixty-two of them! – against which trainees should be trained and assessed. Other European countries have adopted a similar approach. In fact, the *competencies* in Britain have been renamed *standards* in order to give an added quality enhancement spin to them. In other words, we are aiming to maximise the standards of effectiveness, rather than basic acquisition of them. The standards are expressed in terms of Knowledge and Understanding, Planning, Teaching and Class Management (Monitoring, Assessment, Recording, Reporting and Accountability), and Other Professional Requirements. Sixty-two items are distributed across these. Simpler versions of competencies exist as alternatives. For example, the McBer report expressed teacher effectiveness in terms of *Professional Characteristics*, *Teaching Skills* and *Classroom Climate*. For *Professional Characteristics*, it lists Professionalism (Challenge and Support, Confidence, Creating Trust and Respect for Others), Thinking (Analytical Thinking and Conceptual Thinking), Planning and Expectations (Drive for Improvement, Information Seeking, Initiative), Leading (Flexibility, Holding People Accountable,

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Managing Pupils and Passion for Learning), and Relating to Others (Impact and Influence, Team Working and Understanding Others). For *Teaching Skills* it lists High Expectations, Planning, Methods and Strategies, Lesson Flow, Time and Resource Management, Pupil management/Discipline, Assessment/Homework. For *Classroom Climate* it lists Clarity, Order, Standards, Fairness, Participation, Support, Safety, Interest, and Environment. Many of these features are the outcome or product of teacher effectiveness. Many also obviously relate not only to the initial trainee but the newly qualified teacher and the expert teacher or mentor. Therefore, questions remain concerning the processes, which must be organised as part of teacher training, both pre-service and in-service, in order to bring them about.

Shulman (1990) is concerned to show that different knowledge bases have to be developed in the course of teacher training. He lists these as follows:

1) Content Knowledge
2) General Pedagogic Knowledge
3) Curriculum Knowledge
4) Pedagogical Content Knowledge
5) Knowledge of Learners and their Characteristics
6) Knowledge of Educational Contexts
7) Knowledge of Educational Ends

Content Knowledge refers to the actual subject taught (in this case, languages) and the way it is organised, established and represented. This might differ from individual to individual, there may be national commonalties, or trends across and within particular languages.

General Pedagogic Knowledge is concerned with classroom management and strategies. These are more global than particular subject knowledge. There may be national particularities, customs and traditions.

Curriculum Knowledge involves specific programmes of study and the materials suggested by them. Within Europe, there are as many curricula as there are countries, each with there individual schemes, which themselves are drafted according to specific national principles.

Pedagogical Content Knowledge is the product of the interaction between the first three above. It is the way a subject knowledge is 're-learnt' by the trainee within a pedagogic context and for pedagogic end. Subject knowledge is 're-framed' with pedagogic ends in mind.

Knowledge of Learners and their Characteristics self-evidently concerns familiarity with individual pupils and the characteristic ways in which typical pupils respond and behave. If the teacher and pupil share the same nationality, there is greater possibility of convergence. Where this is not the case, misunderstandings may occur resulting from teacher and pupil *coming from different directions.*

Knowledge of Educational Contexts covers the various operational sites of teaching, including classrooms, departments, schools, colleges, and training institutions. Again, there are enormous national differences in these.

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Knowledge of Educational Ends covers knowledge of the values and purposes of teaching, as well as their historical and philosophical antecedents, including the significant features from society and the education profession.

We might regard this taxonomy as an *epistemological map* of teacher professionalism, out of which the competencies or standards cited above might emerge. Above, I wrote of the nature of theory and its relation to practice. I also wrote about different types of theory: physical, social scientific, educational. It would be possible to take each of these knowledge bases and develop social and psychological theory or theories to explain them, as well as their operation and development. It is clear that such an undertaking would have to include a range of cognitive and sociological theories, themselves attributable to distinct theoretical traditions. In this sense, teachers' professional knowledge can be theorised in terms of explicit theories within theories. However, theorising in this way is only helpful if it offers guidance about what to do as a result. In other words, does our knowledge of the processes of these knowledge bases allow us to better organise training as a result? It is clear that across Europe there is tremendous diversity of practice, organisation and management in training. Each of the knowledge bases cited are developed in particular contexts, and particular individuals within these contexts. Such individuals have their own personalities and backgrounds, some of which are nationally derived. A French native speaker training to teach English in France, for example, is not the same as that same individual training to teach French in England. Nevertheless, even though the constituting elements are distinct, we know that the internal processes of training are the same.

When we talk of educational theory in language teacher training, we know that there is on-going debate about the processes of second language acquisition, and that issues are raised and interpreted differently in separate national contexts, and impact differentially on national curricula. Instruction in methodology is likely to contain distinct features, which reflect the particularity of individual country's understanding on how second languages are taught and learned. Teachers and trainee teachers take these as a guide. Yet we also know that much that guides teachers and trainee teachers operates at a tacit level. This knowledge has been called 'pre-theoretical knowledge' or that 'horse-sense' which only arises as a product of doing things. It is 'pre-theoretical' because it does not yet bear any of the formal characteristics of theory, in terms of being articulated, coherent and open to public verification. Yet, it has its own rationale, which is tested out in practice, as *the way to do things*. This tacit knowledge can be highly individualised and contextually particularised, but it is probably at its most personal and deep in a teacher's professional thinking. Part of this tacit understanding arises as a result of, often a reaction against, formal educational theory with its prescribed principles of practice. Sometimes, the knowledge types – pre-theoretical and educational theory – follow distinct and separate routes. On one side, is formal prescription of practice through curricula and training schemes; on the other side, is what the teacher or trainee thinks about these in the light of experience in working with them. However, this latter thinking may not be conscious or organised in any rational order. Reflection is a powerful technique in accessing this tacit knowledge and making it explicit. That is why the reflective practitioner metaphor is a useful guide to having trainee teachers work with the experience they have and make something of it. In fact the link between formal educational principles, expressed in methodology and curricula, and personal tacit knowledge is a key aspect to

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developing professional knowledge. Trainees must engage in both a formal debate with methodology as it is expressed at any one point in time and in any one country, but they must also enter this debate in terms of their own personal 'understanding', no matter how tacit, of how languages are learned and therefore should be taught. Whatever the form that teacher training takes, such dialogic processes must be preserved and key to any organisation of it (cf. Grenfell 1998).

Evans(1988) writes about *language people* in Europe. Are they different in some way? What makes them distinct? Are there differences in their fashion of becoming, which result in them developing their nature in particular ways? Are they more tolerant, sociable and understanding? There is something about learning a language to an expert level, which is highly formative for the individual. We might speculate that, despite enormous diversity, language people across Europe share something in common. Training these individuals to become teachers perhaps starts, therefore, with the advantage of a common core. As set out above, we know a great a deal about the facets of professional knowledge they will have to develop and what they must do in order to be effective in the classroom. We also know the possible models for organising any scheme or system of teacher education. Any future scheme is likely to include combinations of the features of theory and practice identified. Yet, these need to be set in a twenty-first century context. There is a need for accessibility and mobility in language teacher training in Europe. We live in an age of the Internet, where much can be provided through electronic knowledge systems. We also live in an age where both the supply and demand for language teachers are extremely diverse. Traditionally, only the expert linguist could be involved in language teaching. However, this is evidently no longer the case. In some contexts, highly particularised linguistic needs might be met by the linguistic semi-specialist, or even non-specialist. Here, a different specialism complements work with the expert linguist. This diversity of needs, both in the learner and trainee, requires diversity of provision. Such diversity adds to the personal and national sophistication evident across European countries in its traditions, aspirations, expectations, wants and needs. This study reports on what we have found there. Throughout the detailed account of our findings, issues of policy and practice will predominate. This emphasis is a necessity when we have in sight the generation of greater consensus in Europe on the ways we set about training language teachers. Such consensus will grow out of a desire to set common principles and objectives, eventually leading to policy, which will in turn enable a greater degree of integration. There are real choices to be made at a European and national level concerning how to organise language teacher education. Across national contexts there will always be individual variation in organisation. Behind this diversity, however, lie issues of process, and in this we will share commonalties of theory and practice wherever the balance is struck. As is all things European, what we have in common is greater than what distinguishes us.

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PART 2

Methodology

Data for this report was collected from 32 European countries (EU, EEA and Socrates, Leonardo participants) over a four month period from February to June 2002. A number of published documents were initially consulted: for example, the *Eurydice* report on foreign language teacher education in Europe; and the national reports of the Thematic Network Project (TNP 2) on curriculum innovation in languages. Further information was collected from: ministries of education; higher education institutions; cultural organisations; UNESCO; and teacher associations. This information was fed into a template, which was constructed to tabulate contextual details and examples of good practice, defined in terms of:

- Tailoring of pedagogy to the needs of particular groups of language learners;
- Greater emphasis on communicative aspects of language learning;
- Introduction of intercultural dimensions;
- Bilingual and multilingual education approaches;
- Use of new technologies, and of autonomous, open or distance learning approaches in teacher training, as well as training in their use;
- Use of mentoring systems in teacher training, and the training of mentors who are not themselves teacher trainers;
- Increased focus on school-centred initial teacher training;
- Europeanisation and internationalisation of teacher training programmes;
- Improving the competence of teachers in the foreign language and culture they teach.

This information was used for the main synthesis report, on the basis of which fifteen case studies were selected. Most case sites were visited personally in order to gain in-depth information of particular innovations and good practice examples. This process also involved evaluation of particular policy and practice.

The data collected and the analyses made formed the basis of an iterative process, which led to three outcomes: a needs analysis; the formulation of recommendations; the construction of a 'profile' for the European language teacher.

Findings

The full report amounts to nearly five hundred pages and can be accessed on the web: www.lang.ltsn.ac.uk/ttfl
For the purposes of this paper, I intend to offer a brief account of findings in relation to the secondary school level, since this seems to be the main phase of language learning across European states. The findings are reported in terms of the three principal aspects: Organisation; Content and Structure.

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Organisation

By 'organisation', I intend aspects related to levels of training, qualifications obtained, financial support and the student base. Secondary foreign language teachers are usually trained by universities, often involving faculties of education, language and/or arts and humanities. There are exceptions: in France, training is carried out by the IUFM, national institutions affiliated to the Ministry of Education, in collaboration with universities; in England, it is possible to train entirely in schools; in Liechenstein, training is carried out in neighbouring countries. These approaches highlight issues of responsibility and focus, and imply orientations of theory and practice. The co-ordination of training is mostly the responsibility of education ministries. However, how this is operated varies: in some countries, the ministry is advised by a body made up of representatives from the training institutions; in others, responsibility is assigned to a quasi independent agency, for example, the Teacher Training Agency in the UK, or the Standing Committee of Teacher Training in Hungary. Accreditation is similarly given by ministries, or institutions, or a combination of both. It is awarded upon successful completion of training; in some cases, this is conditional on fulfilling specific requirements. Examples of this include the UK's Teacher Training Agency Standards and Bulgaria's State Educational Requirements. Such guidelines or checklists are increasingly becoming the norm.

Whichever model is in operation, entry varies considerably between countries. Mostly, would-be trainees already hold an undergraduate degree in one or more languages, or undertake a joint undergraduate degree leading to a teaching qualification. Secondary school teachers are expected to be subject specialists. However, increasingly, there is recognition that semi-specialists and non-specialists might also be involved in some aspects of teaching; for example, where language learning is combined with another curriculum area. Where there is no shortage of teachers – for example, France – it is quite competitive to gain entry into teacher training. Most counties operate a combination of different types of financial support: grants, loans, payment of fees, scholarships, training salaries. The factors which influence levels of support include tradition, inducements to encourage trainees, exemptions, competitive entry, and diversification of training responsibilities.

Content

Content provides detail of prevalent training models and underlying principles, pedagogic and methodological approaches, forms of assessment, languages covered, linguistic support and enhancement. In theory, at least, it is possible to train to teach a very wide range of languages:

- Bosnian-Serbo-Croatian
- Croatian
- Czech
- Danish
- Dutch
- English
- Estonian
- Finnish
- French
- German
- Greek
- Hungarian
- Italian
- Macedonian
- Norwegian
- Polish
- Portuguese
- Romanian
- Russian
- Serbian
- Slovene
- Slovak
- Spanish
- Swedish
- Ukrainian

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The actual linguistic context is very important in understanding which language?, where?, and why? Besides, the 'official' language of Europe – English, French German, - there are other major international language – Italian, Spanish. Yet, in border situations, it can be more important to learn, and therefore to train and teach, the language of neighbouring countries. Furthermore, where there are bilingual states, for example Belgium, where the other national languages are important. Similarly, where there are regional languages, it is important to learn, and therefore to train to teach, them. In approximately half the countries surveyed, would-be teachers can train in at least one of the less widely spoken national languages. Some countries offer training in a wide range of languages – Austria (11), Bulgaria (12), Czech Republic (16), Finland (11), and France (13). However, this range should be tempered with actual trainee figures involved. English still remains the principal training language in almost all the countries covered.

The subject disciplines of trainees varies. Most train in more than one subject; the additional subject might be another language or subject discipline. The second subject becomes all the more important in contexts where the foreign language is taught through a curriculum subject (see Grenfell 2002). Trainee courses also include a degree of support in linguistic proficiency. This is particularly important where trainees intend to teach a second or third foreign language, in which they may have only 'semi-specialist' competence. However, there is at present no recognised international benchmark for measuring linguistic competence in a language and thus stipulating a minimum level for teaching.

To be an effective foreign language teacher it is necessary to possess good linguistic proficiency in a language, explicit knowledge of that language, the culture of the language and an effective pedagogy. Students undertake courses in history, literature and/or culture as part of their first degree; although these are rarer in training. The European dimension does feature in the training of some countries – Austria and the pre-accession countries – but how this is defined and expressed varies considerably. On the one hand, it might entail clear recognition of the need to meet comparable academic standards; on the other hand, it might involve regional and neighbouring networking. The socio-cultural element is also expressed in terms of tolerance and understanding. Elements of this can be found in Austria, Denmark, Finland, Latvia, Malta, Slovenia and some UK institutions. The emphasis here is on themes such as intercultural relationships, education of minorities, promotion of minority or community language and equal opportunities. International co-operation is very much a part of the course aims in the dual qualification programmes available in Austria, France, Germany and the UK. These courses also involve a period of time abroad. However, elsewhere, it is not normally compulsory to spend time in the target language community as part of initial training; it is assumed that this has occurred during trainees' first degree. However, there are a large number of opportunities to study abroad: for example, agreements between Austria, the Czech Republic, Hungary and Slovakia provide grants for such visits; others are available through Erasmus, Socrates and Tempus. In some areas – for example, the pre-accession countries – inadequate funding makes travel abroad difficult, and, all in all, the number of trainees involved in the schemes listed above is relatively small.

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Approximately two thirds of the countries surveyed include courses in grammar as part of their training, and study of the structure of language in the form of applied linguistics is a compulsory of training in 24 countries. There are, however, large differences in the definitions of prerequisite knowledge bases for teaching across the sample. Nevertheless, in all countries, trainees do receive instruction in language teaching methodology, or how to organise the classroom. Such methodology varies; although most acknowledge the shift towards communicative language teaching to a greater or lesser extent. CLIL (Content and Integrated Learning) is now a feature of some countries (Finland, Germany, and regions of Spain), and learner centred approaches, including ICT, are becoming more popular. Instruction in ICT is compulsory in most countries; in the Czech Republic, Lithuania and the UK, trainees are additionally required to pass ICT skills tests as part of their final assessment. Some institutions in Austria and Italy have adopted the European Computer Driving Licence for teachers. Several cross-border projects occur, where good practice is disseminated; for example, Nordic-Baltic. Instruction in training is sometimes delivered through the target language; this is often a matter of personal institutional preference, but is more wide-spread in some countries (Estonia, Iceland, Latvia, Lithuania, Poland and Slovenia).

All countries operate a combination of different types of formative and summative assessment in training. In some instances, training institutions are free to assess students as they wish, while in others, there are clear guidelines or requirements laid down by the various education ministries.

The following modes of assessment have been found:

- Coursework assignments on individual subject components;
- Oral or written exams on individual subject components;
- Submission and defence of a thesis;
- Series of research or reflective papers;
- Final oral and written exams;
- Final state exams.

Many countries demand successful completion of previous components before students can be admitted to final exams. There are several specific requirements, as follows:

- Training in Austria, the Czech Republic, France, Germany, Slovak Republic and Slovenia is partially assessed by state examination;
- In the UK, students are measured against a series of standards laid down by the Teacher Training Agency;
- In the Belgian French community, students are expected to present two public lectures;
- In France, the first year of training ends with a competitive exam, which has to be passed before students can proceed to the next year of mainly practical training;
- Romanian students take an additional exam to compete for jobs at the end of training;
- In Austria and Hungary there are exams during training designed to test foreign language proficiency;

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- Students in the UK have to undergo basic skills tests in Literacy and Numeracy, as well as ICT;
- The Irish Republic, Norway and Sweden also assess students on the basis of attendance and participation in courses.

All of this assessment complements practical classroom experience. The so-called *praticumm*, or teaching practice, varies considerably in the extent of responsibility would-be teachers have in schools, and in its duration. However, only Greece and Cyprus do not have school-based practice as part of their training requirements. Such practice is often 'blocked', that is interspersed with periods in the training institution. The UK seems to have the largest proportion of time spent in schools: two thirds of the training period. However, some countries stipulate continuous placement (Austria, Iceland, Slovakia, Norway and the UK). Institutions exist in a range of relationships with schools. In some countries, there is a strong 'partnership' link: Finland, Hungary, Lithuania and the UK. In Austria and Finland, schools are designated as 'training schools' and are closely attached to the teacher training colleges and universities. Contracts exist between schools and training institutions in the UK and, in Hungary, certain schools specialise in taking trainees. In many countries, and in the partnership contexts in particular, trainees are closely supervised by experienced teachers whilst in schools. So-called 'mentors' act as adviser and assessor of trainees' classroom practice. Particularly close relations between mentors and training institutions exist in Bulgaria, the Czech Republic, Finland and the UK, often with mentors helping to plan ITT programmes. The training of mentors is an area of growing importance. The outcome of trainees' practical experience is mostly assessed through a continuous process of evaluation based on observations. There is extensive use of the portfolio of work, which might include theoretical assignments completed at the training institution (Austria, Finland, The Irish Republic, Latvia, Lithuania, Portugal and the UK). In Hungary, Lithuania and the Netherlands trainees also carry out a research project into an aspect of their practice.

Structure

Structure covers the length of training, the integration of pedagogical studies and practical teaching components, institutional links and policy setting structures.

The length of training depends largely on whether the programmes are undergraduate or postgraduate. Postgraduate ITT courses are shorter, but will have been preceded by undergraduate language degree studies.

- Three-year training programmes are a possibility in Austria and Belgium;
- All other undergraduate training lasts between four and five years;
- Postgraduate training is 1-2 years in length.

There are instances in which undergraduate training lasts longer than scheduled. Germany is an example of this, where training should take between seven and nine semesters, but in practice it takes much longer. Increasingly, opportunities are being provided for students to follow a more flexible route into teaching. Courses tailored to meet the individual needs of students and which incorporate the options of distance learning and part-time study can now be found in several countries, including Austria, Estonia, Germany, Hungary, Iceland and the UK.

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Most countries and institutions stress the importance of integrating the theoretical and practical components of training. A variety of strategies are in place across Europe to facilitate this. These include the organisation of school placements in such a way as to ensure that trainees have opportunities to reflect on the application of theoretical concepts in practical situations. Efforts are under way to improve this area of training (for example, Finland and the pre-accession countries). However, there are still programmes in which the practical teaching is largely separated from higher education studies. This is apparent in Slovenia.

Nearly all higher education institutions have well-established links with institutions in different countries. These can take the form of bilateral or multilateral agreements and participation in international and European schemes. Links between institutions facilitate the development of joint curricula and exchange opportunities. Strong connections exist between the Nordic countries, which comprise the Nordplus organisation and the members of CEEPUS (Central European Exchange Programme for University Studies: Austria, Czech Republic, Bulgaria, Slovakia, Slovenia, Romania, Poland, Croatia and Hungary). Mutual recognition of qualifications exists across the three Baltic states. The European Credit Transfer System has been introduced in many countries, making it easier for trainees to spend part of their study programme abroad.

Case Studies

As a next step to the national and synthesis report, a series of case studies were selected on the basis of the criteria offered in the methodology section above. A detailed summary of these can be found in Appendix 1, where they are listed under the following headings:

1. Initial training in bilingual education: the BILD Project
2. Bilingual INSET
3. Regional exchange programme for university studies: CEEPUS
4. ILIAD: International languages INSET at-a-distance
5. Joint qualifications/European teacher programmes
6. On-line consultancy, resources, networking and INSET courses for foreign language teachers
7. Action research Masters degree in foreign language teacher training
8. Observation programme
9. TALLENT: Teaching and learning languages enhanced by new technologies
10. Teacher-line partnerships and team-work in initial teacher training programmes
11. Teaching practice portfolios

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The webpage for the report given above includes a detailed analysis of each individual case study, together with further information sources. It is clear that the case studies do offer in-depth exemplification of many of the features discussed in the last section.

European Language Teacher Training of Tomorrow

Across some 32 countries there is indeed great diversity in contexts, needs and approaches to meeting them. However, it is also clear that a consensus is emerging over salient issues of organisation, content and structure. A picture is shaping up of who the European Language teacher of tomorrow will be and how twenty-first century teacher training will look in order to produce them.

Near the top of the content list is the issue of language teaching methodology itself. The communicative imperative is now accepted. However, the aim of developing communicative competence in learners is multifaceted, including intensive contact with target language and cultures as well as structural input. Managing these systems will be a prime role of the language teacher and therefore training will need to provide for it. Such provision is lightly to be collaborative, transnational, and ICT based. The same could be said of support for continued linguistic proficiency for both trainees' and trainers. In terms of language and teaching methodology, trainees need to access data bases and ICT based learning systems. Here, the use of the web, CD-ROM and on-line consultancy will put the emphasis on accessibility and availability rather than make trainees spatially-temporally dependent, as is the norm on conventional institution based training courses. These innovations are already happening through such cases as BILD, ILIAD, and TALLENT. Such approaches make us reconsider flexibility of provision. It also underlines the importance of collaboration and networking; albeit that these now become virtual. Ideally, a would-be European language teacher would be able to construct a form and content of training, which suits their particular context, needs and aspiration. They might then select mode of delivery and site, which would invariably involve sources from more than one country. Such diversity requires us to be clear about the range of content in training and underlying principles and processes. A broad consensus on the balance of theory and practice, the form of teaching practice and criteria for assessment of teaching competence is necessary. We have cases of the way in which self-evaluation, reflection and observation can be important elements in the training process. Furthermore, teaching can be a research led professional where teachers own investigations enhance their pedagogical content knowledge. It is clear that a framework is required which offers a benchmark for content as a menu so that countries, agencies and institutions can organise their training around it. Such a framework is included in Appendix 2.

Organisation will require facilitating and monitoring. There is the need for common agreement over recognition of qualifications. We have examples of joint-qualifications. However, qualifying as a language teacher in one country should act like an international driving licence, enabling the holder to teach in any European country. This will only happen if there is confidence in processes and consensus over content. For example, as part of this convergence, it will be necessary to agree benchmarks on such features of training as teaching practice. Duration, content and responsibility need to be expressed in

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terms of the minimum necessary. The types of school-training institution partnerships can be offered as a range of possibilities. Similarly, it would be possible to formulate the type of support trainees should get in schools. Such support might involve specialist mentors, who in turn might be trained and recognised as such at a European level. Mobility and regional exchange programmes lay the foundations for such collaboration and agreement. However, recognition needs to be at a formal European level, into which countries can opt. This type of quality assurance and accreditation will need some form of co-ordinating group or agency.

These features of how future training system might operate are included in the recommendations to the project as follows:

- A Common European Framework of Reference for Language Teacher Training (Appendix 2) should be developed, to provide a common understanding of the different processes and components involved, guidelines for good practice, a framework for assessing trainees, and a framework of recognised levels of professional expertise.
- An accreditation system should be established to provide a basis for comparability, and to recognise flexible routes to the status of qualified teacher at European level.
- A voluntary programme of Quality Assurance should be established at a European level with European factors as guiding principles.
- A support network for language teacher training should be established, based on a small EU funded team with the task of building capacity, providing an infrastructure, and offering recognition and long-term continuity for trans-European projects and networks.
- A major European resources service should be established, including a portal web-site, to provide access to information and online materials for language teachers and teacher trainers.
- The development of arrangements for dual qualifications should be further encouraged.
- Closer co-operation should be encouraged between training institutions and partner schools, and between education departments and language departments.
- All in-service training courses should be accredited at local or national level.
- An Advisory Group on European Teacher Training should be established to work with national agencies to co-ordinate key aspects of language teacher training.
- European Qualified Teacher Status should be introduced, qualifying its holders to teach in any member state, and to use the title 'European Teacher'.
- Teacher trainees should be required to achieve agreed levels of linguistic competence corresponding to their specialist, semi-specialist or non-specialist teacher status.
- European Mentor status should be introduced to recognise key individuals involved in training.
- Teacher trainees should gain experience of teaching in more than one country.
- Teacher trainees should be able to compile their qualifications by taking different units in different countries.
- Specialist language teachers should be trained to teach more than one language.
- Language teachers should be trained in the skills and approaches necessary to make students aware of their role as European citizens, and more training materials should be developed to support this training.

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- All teachers should be trained in using ICT approaches for interactive use with pupils in the classroom.
- Increased training should be provided in bilingual teaching approaches, and pilot projects should be implemented in each country.

Conclusion

We live in changing times, where the language imperative does not get any less urgent. There is incredible linguistic diversity across Europe, which implies specific needs. In this project, we have been able to identify trends, which are often common within this diversity. Moreover, we have been able to discover examples of innovation and good practice. But, the background to such developments is not always unproblematic. On occasion, we have found most innovation where there are most problems. Nevertheless, there is broad consensus on a range of aspects of language teacher training: the use of ICT; the need for networking across Europe; recognition of qualified teacher status; commonalties of method; agreement over the architecture of training, including mentors, teaching practice, assessment; the need to respond to linguistic diversity; agreement over European views of language learning and assessment.

There is clearly a policy-orientation to this research project. It benefits from the aim to develop policy to improve practice. Yet, policy research also has to engage with political systems, which involve personal as well as national and institutional interests. Besides the enormous linguistic diversity across Europe, there are also many approaches to all aspects of theory and practice in teacher training. Any shift in policy therefore carries with it an implicit criticism of the status quo, which might be resisted. However, whatever is occurring in modern language teacher training, wherever it is occurring, the issues of principle and process remain pertinent. The EU intent to formulate policy on the basis of this research must therefore steer a course away from proscription and prescription without sacrificing principles and what we know is good practice. Such policy can then provide a framework for principles to be applied in local context, which balances European consensus with individual differences. This research project has provided a repertoire content for such a balance.

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Appendix 1 Case Studies

1 Initial teacher training in bilingual education: The BILD Project

The BILD Project, which ran for three years under the auspices of a Lingua A research project, brought together a team of bilingual trainers and researchers from four countries to develop methods and materials for the initial and continuing training of bilingual teachers. Bilingual teaching, or CLIL (Content and Language Integrated Learning), is the teaching of "content" subjects, such as history, geography or music, through the medium of a foreign language. The resources developed were published by the University of Nottingham in CD-Rom format.

Information about the BILD project and CD-Rom is available on the website at http://www.geocities.com/bildnott/bild_ettp.htm.

Rather than on the BILD Project *per se*, this case study focuses on two initial teacher training courses which informed, and were informed by, the research. These are the BILD PGCE offered by the School of Education at the University of Nottingham, UK and the Additional Qualification in Bilingual Training offered by the University of Wuppertal, Germany. Attention is also paid to the provision of bilingual training to German trainees in the second phase of training at the Studienseminar Bonn.

Elements of good practice exemplified by these programmes include:

- Bilingual teaching;
- Bilingual teaching practice;
- Mentoring;
- Integration of theoretical and practical aspects of training;
- Networking between training institutions;
- European focus.

2 Bilingual INSET

While bilingual teaching has occurred in German schools for over 30 years, little provision has been made for the formal training of practising bilingual teachers. This case study examines an in-service training, initiative which took place in the Federal Land of North Rhine Westphalia in 1997 and 1998. A series of bilingual training courses were run for practising teachers with qualifications and teaching experience in a language and subject combination appropriate to bilingual teaching. Content subjects offered included Biology, Geography, History, and Political Studies. The "bilingual" teaching of foreign languages was also addressed. At present, bilingual teaching in Germany is conducted principally in English (60 schools) and French (18 schools) with some provision in Italian (1), Greek (2), Russian (2) and Spanish.

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This report looks specifically at the course run for teachers of History and English by an experienced bilingual teacher working in the Mataré Gymnasium, Meerbusch.

Elements of good practice exemplified by the course include:

- Bilingual INSET;
- European Dimension;
- Networking;
- Co-operation;
- Reflective Practice.

3 Regional exchange programme for university studies: CEEPUS

CEEPUS (Central European Exchange Programme for University Studies) is a grant network, which following the example of ERASMUS, aims to provide new and additional encouragement for academic mobility in Central Europe.

The objectives of CEEPUS are

- to promote academic mobility in and with Central Europe by introducing a multilateral dimension
- to promote complete programmes and networks
- to provide the necessary infrastructure
- to stress specific features typical of the region, thus
- to contribute to the formation of the European Higher Education area.

In other words, CEEPUS promotes complete programmes and networks, provides the necessary infrastructure, stresses specific features typical of the region, thus, it contributes to European integration. CEEPUS supports the university networks within which exchanges of students and faculty members take place.
Currently, there are nine member countries: Austria, Bulgaria, Croatia, the Czech Republic, Hungary, Poland, Romania, Slovakia and Slovenia. FYROM (Macedonia) has applied for accession.

Elements of good practice exemplified by this project include:

- Mobility;
- Diversity of languages;
- User-friendliness of CEEPUS;
- Regional identity.

4 ILIAD: International Languages INSET At a Distance

ILIAD is an interactive CD-ROM in five languages covering a range of themes related to foreign language teaching throughout Europe. The languages featured are English, French, German, Spanish and Swedish. The CD includes 110 minutes of video footage shot in 14 European language classes at primary and secondary level. Linked screens feature background information and key questions to promote discussion of the themes presented. Each theme is illustrated by several short passages of video. All text, including transcriptions of the video clips, is available in each of the five languages featured. A

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library of on-line and print resources is also included with several full-text articles included on the CD.

ILIAD is a good example of the use of ICT approaches to the pre-service and in-service training of language teachers with emphasis on distance learning and flexible delivery. The materials in question are presented in the form of a CD-Rom available to trainers and practising teachers.

ILIAD exemplifies elements of good practice such as:

- Emphasis on the European dimension;
- Networking;
- Language diversity;
- Innovation in primary language teaching;
- ICT;
- Distance learning.

5 Joint qualifications/European teacher programmes

Joint qualification teacher training programmes have been developed as a result of co-operation between higher education institutions in France and the UK, Austria and the UK and France and Germany. These programmes offer foreign language students the opportunity to gain teaching qualifications in two European countries and to spend part of their training abroad. The courses are often referred to as European Teacher Programmes and the qualifications obtained are known as the PGCE/Maîtrise, PGCE/Hauptschulqualifikation or Lehramt/Maîtrise.

This type of teacher training programme emphasises the following features:

- Realisation of the European dimension;
- The enhancement of social and cultural values while teaching and learning in an international context;
- Collaboration and networking between institutions in different countries;
- Opportunities to teach in more than one country;
- Thorough training in language teaching methodology;
- Integration of theory and practice;
- The importance of team-work in teaching.

6 On-line consultancy, resources, networking and INSET courses for foreign language teachers.

The Languages Centre, Reykjavik, is developing and implementing distance language teaching. It provides consultancy and resources on-line for teachers of Norwegian and Swedish, not only for teachers in schools within Reykjavik but also for instructors in these languages in remote areas of Iceland. The centre runs INSET courses for all foreign language teachers. It also has the task of providing assistance to all primary/secondary schools within Reykjavik in the teaching of Danish and English. It is responsible for allocating native speaking teachers of Danish to Icelandic primary/secondary schools.

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Elements of good practice exemplified by these programmes include:

- European dimension;
- Diversity of language;
- Distance learning;
- On-line networking;
- Networking through INSET;
- Training in use of portfolios;
- Training in methodology.

7 Action research Masters Degree in foreign language teacher training: M.Paed

This case study considers an action research Masters Degree specifically designed for language teachers, and language graduates who want to go into teaching. This unique Icelandic postgraduate degree (available both for qualified teachers and language graduates) allows for reflexivity, partly through theory on second language acquisition, and partly through action research in attempting to cater for real pedagogical issues that emerged in the trainee's classroom.

The programme is oriented towards teaching and research in the field of English, Danish, German and Icelandic as a second language at Compulsory and Upper-Secondary school levels. It features modules on second and first language acquisition, research methods in pedagogy, discourse analysis, foreign language literacy skills, teaching spoken languages, and a dissertation on the candidate's chosen research project; this chosen research project consists of a dissertation on a particular issue arising from the M.Paed's student's classroom.

Elements of good practice exemplified by this programme include:

- Diversity of languages;
- European Dimension;
- Student Mobility;
- Adaptability of the course;
- Reflexivity.

8 Observation programme

The University of Latvia Observation Programme is a new initiative designed to support foreign language students on initial teacher training (ITT) courses. The programme entails a 16-week schedule of pre-teaching practice observation in schools, which is aimed at bridging the gap between the theoretical and practical aspects of training and at developing students' reflexivity and autonomy through the use of reflective diaries and participation in group seminars. Close co-operation between students, higher education tutors and school-based mentors is an integral part of the initiative, which is combined with in-service mentoring training.

The Latvian Observation Programme emphasises the following elements of teacher training:

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- Integration of theoretical and practical aspects of the course;
- Partnership between the University Faculty of Education and the teaching staff in schools;
- A critical and reflective approach to teaching and learning;
- The importance of the mentor's role in teacher training.

9 TALLENT: Teaching and Learning Languages Enhanced by New Technologies

TALLENT is an in-service training module specifically designed for teachers and trainers of European foreign languages. Lasting 60 hours, the course consists of a series of seminars and workshops providing a theoretical and practical grounding in language-teaching related ICT applications.

Elements of good practice exemplified include:

- Emphasis on the European Dimension;
- Language diversity;
- ICT for languages;
- Networking;
- Integration of theory and practice.

10 Teacher-Line: Partnerships and team-work in initial teacher training (ITT) Programmes

The development of partnerships between different agencies involved in the training of teachers has become an important element in teacher education in several countries. Joint supervision of students on teaching practice by higher education tutors and school-based mentors is one area of increased collaboration in recent years. This case study focuses on a new initiative aimed at enhancing co-operation between university departments and practice schools and at promoting team-work among foreign language trainees. The University of Helsinki and the Finnish Ministry of Education have introduced a joint pilot project called Teacher-line, which differs from traditional ITT programmes in that it enables students to be admitted directly to teacher training courses and undergraduate subject studies simultaneously. The new programme is designed to improve the status of foreign language teachers by strengthening their sense of vocational identity. Teacher-line offers a co-operation-oriented model of ITT with a strong focus on partnership and team-work in all aspects of training.

Teacher-line provides clear examples of the following features of training:

- A critical and enquiring approach to teaching;
- The importance of self-evaluation;
- The benefits of peer observation;
- The significance of team-work in teaching;
- The importance of partnerships and networking.

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11 Teaching practice portfolios

The assessment of the practical component of initial teacher training (ITT) takes a variety of different forms and usually includes evaluation of trainees on the outcomes of practical teaching. In a number of countries and training institutions, students are also expected to produce a teaching practice portfolio of material, which is designed to enable them to establish connections between the practical and theoretical aspects of training and to keep detailed records relating to their school placements. This case study examines the use of portfolios among foreign language trainees in Finland (universities of Helsinki and Jyväskylä) and in England (University of Exeter). Reference is also made to a recent innovation at the University of Newcastle upon Tyne.

The portfolios examined in this case study provide clear examples of the following features of training:

- Emphasis on a critical and enquiring approach to teaching and learning;
- Recognition of the importance of self-evaluation;
- Integration of theory and practice;
- Emphasis on educational and foreign language research and its application in the classroom;
- Importance of ICT for diverse uses;
- Enhancement of language teaching methodology;
- Use of the European Language Portfolio for personal evaluation.

12 Reflexivity in training: Tomorrow's Teachers' Project

This case study considers a reflexivity programme to improve the teaching in the Faculty of Education and in schools, the learning of pupils and students, and the training of teachers in Malta. Although it is not specific to cater for foreign language teachers' weaknesses or strengths, its findings have some important consequences for the training of Foreign Language Teachers.

Established in 1996, the goal of the Maltese "Tomorrow's Teachers' Project" is to discover "the strengths and weaknesses of current pre-service teacher education and training programmes; to systematically compare current local practice with that obtaining in other countries; to identify trends, as well as to develop insights in addressing perceived problems, and to make recommendations regarding changes in structures and practices that will help improve this contribution to the national educational enterprise".

Elements of good practice exemplified by this project include:

- Reflexivity;
- Team Work;
- Socialisation of teachers;
- Integrated ITT Programme;
- Specialist Teachers in two subjects.

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Appendix 2

Professional Profile of the European Language Teacher

Training Features

The European Language Teacher of the twenty-first century should have access to the following elements of initial and in-service training:

Element	Keyword
Status	
Award of European Teacher status	Accreditation
Award of European Mentor status	Mentor
Language specialists trained to teach two languages	Specialists
Non-specialist integrated studies teachers (earlier years of schooling) trained in the curriculum range required for younger students, including teaching a foreign language	Integrated
Semi-specialist integrated studies teachers (later years of schooling) trained in teaching a foreign language and in a curriculum discipline other than languages, for example, history, geography, music	Integrated
Integrated studies teachers trained to teach their other discipline(s) through at least one foreign language	Integrated
Organisational context	
Common European Framework of Reference for Training of Language Teachers	Framework
European-level accreditation of initial teacher training and in-service training programmes, enabling flexible delivery of training	Accreditation Flexible
Access to European Support Network and European Resources Service for developing networking, co-operation and access to information and resources	Networking Resources
Values	
Training addresses the importance of teaching foreign languages and cultures for the development of Europe as a whole	European
Training addresses the importance of teaching foreign languages and cultures for the economic, social, political and cultural development of the country or area	Social
Training addresses the importance of teaching foreign languages and cultures for the personal development of students	Personal
Training addresses the importance of a diversity of languages and cultures to Europe, including the range of languages present at local, regional, national and international levels	Diversity
Training emphasises a critical and enquiring approach to teaching and learning	Critical
Training emphasises the development of independent learning strategies, which can in turn be fostered in students	Autonomy
Training provided in reflective practice and self-evaluation	Reflective
Training provided in action research and in incorporating the findings of pedagogical research into teaching	Research
Training provided in peer observation and peer review	Peer observation
Training includes experience of a multicultural environment	Diversity
Training emphasises the importance of team-work in teaching	Team-work
Training emphasises the importance of collaboration and networking outside the immediate school context	Links Networking
Training provided in adapting teaching approaches according to the vocational, socio-cultural and personal needs of students	Adaptable

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Training provided in incorporating European citizenship into teaching content	European
Training in teaching basic skills	Basic skills
Training emphasises the importance of social and cultural values	Values
Competencies	
Language competence demonstrated at an appropriate level in the Common European Framework scales: Specialist: level C1 in one foreign language, and level B2 in a second; Semi-specialist: level B2 in one foreign language; Non-specialist: level B1 in one foreign language	Language
Training includes use of European Language Portfolio for personal evaluation	Portfolio
Training provided in maintaining and enhancing personal language competence	Language
Evidence of a period of residence in a country or countries where the foreign language(s) taught is/are spoken as native, either before or during teacher training	Mobility Residence abroad
Opportunity provided to teach in more than one country	Mobility Teaching abroad
Opportunity provided of working within a bilingual context	Bilingual
Training includes a clear balance of theory and practice, including a framework for teaching practice	Theory/practice
Training includes working with a mentor and understanding the value of mentoring	Mentor
In-service training provides a programme of methodological enhancement	Methodology
Teaching approach	
Training in learning models presented in the Common European Framework for Foreign Languages Teaching and Learning, and the Common European Framework of Reference for Language Teacher Training (proposed)	Framework
Thorough training in language teaching methodology, and in methods of fostering students' independent learning skills	Methodology Autonomy
Training in applying methodology flexibly to a range of contexts and learners	Methodology
Critical study of the theory and practice of language teaching and learning	Theory/practice
Training in bilingual approaches of content and language integrated learning	Bilingual
Training in creating supportive classroom climate, and in state-of-the-art classroom techniques and activities	Classroom
Critical evaluation of teaching materials and of nationally or regionally adopted curricula in terms of aim, objectives and outcomes	Curriculum
Training in practical application of curricula and teaching materials	Curriculum
Training in information and communication technology for personal planning and organisation, for professional development and for discovery of resources and information	ICT Resources
Training in information and communication technology for pedagogical use in the classroom with learners, especially for developing independent and lifelong learning skills	ICT Autonomy
Training in the application of various assessment procedures and ways of recording learners' progress, and understanding how they compare with the assessment framework of the Common European Framework (proposed)	Assessment Framework
Training in the theory and practice of internal and external quality assurance	Quality
Participation in links with partners abroad, including visits, exchanges or ICT links	Links Mobility
Training in developing relationships with training institutions, colleges or schools in an appropriate country	Links Networking

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Prof Michael Kelly (Director)
Dr Michael Grenfell (Assistant Director)
Ms Angela Gallagher-Brett (Research Assistant)
Dr Diana Jones (Research Assistant)
Mme Laurence Richard (Research Assistant)
Mrs Amanda Hilmarsson-Dunn (Secretary)

Address for Correspondence:

Dr Michael Grenfell
Research and Graduate School of Education
University of Southampton
Southampton SO43 7AN
UK

Tel: +44 (0)23 8059 34 72

E-mail: m.grenfell@soton.soton.ac.uk

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Michael Grenfell is Reader in Education at the University of Southampton

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